DOCUMENT RESUME

ED 356 357 CE 063 434

AUTHOR	Spiers, Elizabeth, Comp.; Samberg, Laura, Ed.
TITLE	Transition Resource Guide.
INSTITUTION	American Council on Education, Washington, DC. HEATH Resource Center.; National Clearinghouse on Postsecondary Education for Individuals with Disabilities, Washington, DC.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	92
CONTRACT	H030C00001-90A
NOTE	34p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Disabilities; *Education Work Relationship; Job Training; Postsecondary Education; Program Descriptions; *Program Development; Program Implementation; Rehabilitation Programs; Remedial Programs; Resources; Sheltered Workshops; *Special Education; State Programs; Statewide Planning; Supported Employment; *Transitional Programs; *Vocational Education; Vocational Training Centers

ABSTRACT

Designed for parents and professionals facing development of transition programs in their own communities, this guide offers in Section 1 an overview of noncollegiate educational options after high school for students with disabilities who need additional time and training to prepare for adulthood. It covers employment, postsecondary education and training, independent living, and educational opportunities. Section 2 provides examples of state initiatives to prepare students with disabilities for further education and/or employment. Section 3 provides a transition chart that illustrates how transition planning can occur on the state, local, or individual level. Section 4 lists contact information for transition directors in 12 states that have received state systems change grants. Section 5 lists transition programs identified as innovative, reaching an unserved audience, and providing a needed service. Contact information and brief descriptions are provided for these programs: school to work, school to vocational-technical programs, high school to college programs, social skills programs, and self-determination projects. Section 6 provides contact information for Parent Training and Information Centers. Section 7 is an annotated listing of resources, including guides, instructional materials, and curricula, and resource organizations. Sections 8 and 9 contain a checklist for taking action and current national data about students with disabilities in transition between high school and beyond. (YLB)

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HEATH Resource Center

A PROGRAM OF
THE AMERICAN COUNCIL ON EDUCATION

NATIONAL CLEARINGHOUSE ON POSTSECONDARY EDUCATION FOR INDIVIDUALS WITH DISABILITIES

TRANSITION RESOURCE GUIDE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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A Publication of the HEATH Resource Center
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Transition Resource Guide, 1992, was compiled by Elizabeth Spiers, and edited by Laura Samberg. Staff acknowledges the cooperation and editorial suggestions of the HEATH Advisory Board, especially: Sharman Davis Jamison, Yvonne Johnson, Ken McGill, Joe Rosenstein, Carol Valdivieso, and Lizanne DeStefano.

Transition Resource Guide, 1992, has been prepared under Cooperative Agreement No. H030C00001-90A awarded to the American Council on Education by the U.S. Department of Education. The contents do not necessarily reflect the views of the U.S. Government, nor does mention of products or organizations imply endorsement by the U.S. Government.

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TRANSITION RESOURCE GUIDE

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TRANSITION RESOURCE GUIDE

INTRODUCTION

The American people are making a major commitment to educating children and youth with disabilities through high school. This has not always been the case. That committment has been evolving. In the early 1970s, parents and professionals were instrumental in urging Congress to enact legislation (P. L. 94-142) and appropriate money to enable children and youth to receive a FAPE (free appropriate public education). Prior to this, students with disabilities were often excluded from the public education mandated for all American children.

The commitment was translated into deed. During the last fifteen years, increasing numbers of children were identified as needing special education and related services and, by 1992, approximately 10% of the nation's elementary and secondary students were receiving a free appropriate public education.

Children who had begun special education in the 1970s started leaving public schools. They left either by graduating with a high school diploma or certificate, aging out (having reached the maximum age for which the public schools were required to serve them), or dropping out. By the early 1980s many parents and professionals realized that too little was in place for students who were not adequately prepared to enter the work force or continue on to postsecondary education or training. Those working with students who were not planning to go to college and were not yet prepared to work, found that very few educational programs existed beyond high school. In the mid 1980s the term "transition" began to pepper the language of educators. A need was voiced to develop plans and programs to enable students with disabilities to bridge the gap (or make the transition) from formal mandated special education to the informal and multi-dimensional adult world of employment, independent living, and managing a positive quality of life.

Once again parents and professionals succeeded in mobilizing their resources for action. Most recently these powerful forces succeeded in urging Congress to include an emphasis on transition in the Individuals with Disabilities Education Act (IDEA) of 1990. The IDEA mandates that students begin preparing for transition by age 16.

This **Transition Resource Guide** is designed to alert parents and professionals to the types of transition planning and programming which have been developed up to now. Long before IDEA mandated that transition plans be developed in high school for special education students, some states took the initiative to experiment with coordinating options after high school for those special education students who were not planning to enter college. At the same time, certain communities, community-based agencies, and parent groups began developing programs and publishing informational guides and resource packets for post-high school students with disabilities. The U. S. Department of Education began funding model transition projects and self-determination programs in an effort to encourage replication locally of the projects and materials after an experimental period worked out some of the quirks.

For parents and professionals presently facing the development of transition programs in their own communities, the **Transition Resource Guide** offers an overview of non-collegiate educational options after high school for students with disabilities who need additional time and training to prepare for adulthood. In addition to descriptions of various programs and publications, the **Guide** provides extensive contact information for people, organizations, publications, and other media. The **Guide** concludes with a check list for taking action and current national data about students with disabilities in transition between high school and beyond.

Those interested in the college or university option for students with disabilities are urged to contact the HEATH Resource Center which has numerous other publications on this topic. This **Guide** is focused on non-collegiate post high school education and training possibilities for students with disabilities.

The **Transition Resource Guide** is intended to be a beginning document about the subject. With numerous federally funded projects and various state systems change grants just beginning, we anticipate a need to update this **Guide** in several years with new information on selecting local education and training options for students with disabilities.

Rhona C. Hartman, Director
HEATH Resource Center
American Council on Education

1. AFTER HIGH SCHOOL: EDUCATION FOR LIFE

There is new emphasis in the United States on assisting students with disabilities as they undergo the transition from high school to post-school life. The objective of transition is to prepare students to go directly into the job market, or to enter into higher education or training, to assist them in living independently, and to enable them to become contributing members of the community. The increased emphasis on transition issues in the past few years has translated into more legislation, services, and programs that will help individuals with disabilities become better educated, more employable, and more independent as they leave high school and move on to further education or training.

The Individuals with Disabilities Act (IDEA) of 1990, P.L. 101-476, which amends the Education of the Handicapped Act of 1975, P.L. 94-142, places a special emphasis on transition services. The IDEA defines transition services as:

> a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community instruction.

The IDEA mandates that students with disabilities begin preparing for transition by age 16. Transition services must be written into each student's IEP (Individualized Education Plan), or a separate Individualized Transition Plan (ITP) must be developed.

With the new emphasis on transition, students, parents or guardians, and service providers must be aware of the available transition options for people with disabilities. Students with disabilities face many options as they complete high school and contemplate further education or training. A number of students go on to receive some kind of academic degree. For others, however, a college degree is not the answer. What are the choices available for students with disabilities who want to become independent and employed, but who do not wish to earn an academic degree right after high school? This section of the **Transition Resource Guide** will outline some of the available options.

EMPLOYMENT

Many students who decide to work immediately after they have graduated from high school may need initial support before they enter the job market. They may need to learn about job seeking skills, resume-writing, interviewing techniques, and instruction doing the job itself. A community college course, vocational rehabilitation program, or adult education center may be the place to learn these skills.

Competitive Employment

Competitive employment provides the worker regular supervision without the benefit of extensive follow-up. Workers with mild or moderate disabilities who enter competitive employment may initially require appropriate support services, but afterwards they will become capable of doing the job alone. Workers with disabilities can also maintain the job with minimal support from other workers or a human services agency.

Types of competitive jobs vary. Some entry-level jobs require little or no experience, and provide on-the-job training. Other jobs may require vocational training and preparation, and still others require intensive academic preparation and experience. Examples of competitive jobs which do not require a college degree are: managers, waitresses, groundskeepers, office clerks, factory workers, food service operators, computer data entry clerks, building maintenance workers, and human service para-professionals.

Students can train for competitive employ ment through *apprenticeships*, *internships*, or *on-the-job training*. They can receive this training in their last years of high school, through community agencies, or through community college courses.

An *internship* is a time-limited, paid or unpaid job in which the worker can sample a wide variety of jobs. The intern can become familiar with different types of work and work environments. Transitional programs offered through community service agencies or community colleges often offer internships to students.

Apprenticeship programs offer individuals a chance to learn skills for specific occupations. Information may be obtained from local unions or from the state's Occupational Informational Coordinating Committee (overseen at the federal level by the National Occupational Information Coordinating Council). Students and parents should check with their school career centers or guidance staff, or public library, to find out more about these programs, or contact the Bureau of Apprenticeships and Training, 200 Constitution Avenue NW, Washington, DC 20210. (202) 219-5921.

Recently, another type of training model known as *transitional employment* has developed. This is particularly useful for students with disabilities who can ultimately handle a job on their own, but need help in locating and preparing for the job. Transitional employment consists of three phases. In the first phase, participants receive total support services in a low-stress work environment. The second phase includes on-the-job training in local firms and agencies. Phase three consists of up to six months of follow-up services.

On-the-Job Training (OJT) is another way for students to gain job experience. This is short-term training that enables the individual to work on a job site while learning job duties from a supervisor or co-worker. The work can be paid or unpaid, and frequently, the worker becomes an employee of the company sponsoring the training. To find out more about OJT, contact your local Vocational Rehabilitation office, your state employment office, or a disability organization (such as The Arc) which is involved with OJT.

Supported Employment

Supported employment is integrated work in competitive environments for individuals with severe disabilities who have never worked competitively, whose work history has been interrupted or intermittent because of a severe disability, or who, because of their disability, need ongoing support services to perform work. Supported employment offers persons with disabilities an opportunity to earn competitive wages in job sites in the community along with non-disabled co-workers. Ongoing support distinguishes supported employment from competitive employment.

Supported employment uses a place-train approach rather than a train-place approach. The individual is placed on the job and then provided with intense training on the job site in work skills and behavior. Although the student may need additional instruction in job-related skills such as transportation, most training is provided by job coaches.

Currently, four popular models of supported employment exist: *individual placement, enclave, benchwork,* or *mobile crew.*

In an *individual placement*, the worker receives intensive on-the-job coaching from a job coach until he or she is proficient at the job and the employer is satisfied with job performance. Once this occurs, the job coach provides less and less support on the job, but still provides follow-along services to the client and employer.

In an *enclave* model, workers are trained in a small group and supervised together in an ordinary work setting.

In the *benchwork* model, eight to fifteen workers with disabilities perform contract work procured from electronics firms and related industries. A small number of highly qualified supervisors provide intensive training and supervision, and help workers to develop appropriate work behavior.

The *mobile crew* model occurs when individuals, who need more support than others, perform a variety of services as a team moving from business to business (i.e., janitorial work or groundskeeping).

Sheltered Employment

Sheltered employment settings are ones in which workers with disabilities work in a self-contained unit, and do not work with other employees without disabilities. Types of sheltered employment include: *adult day programs, work activity centers,* and *sheltered workshops.*

In an *adult day program,* individuals receive training in daily living skills, social skills, recreational skills, and prevocational skills. In *work activity centers,* workers receive similar training, but also learn basic vocational skills. In *sheltered workshops,* individuals do tasks such as sewing, packaging, collating, or machine assembly, and are paid on a piecework basis.

Vocational Rehabilitation (VR) is the nationwide federal program for assisting eligible people with disabilities to become employed. Each state capital has a central VR agency, and local offices are found throughout the state. Eligibility for services is based on three criteria: the applicant must have a physical or mental disability; his or her disability must create a substantial barrier to employment; and there must be a reasonable expectation that with VR assistance he or she will be able to work. Phone numbers for VR offices can be found in the telephone book under the state government listings.

The first step in applying for VR services is to fill out an application form. The individual will then be assigned to a VR counselor, who will ask the student to provide medical evidence of the disability so he or she can determine if the student is eligible for services. Once a student is accepted as a VR client, VR may provide services such as work evaluation, career counseling and guidance, relevant medical and hospital care, job training, equipment, interpreter services, assistance in paying for education or training programs, reader services, job follow-up and placement, and other services the person may need to become employable.

The *Social Security Administration* runs two programs, Supplemental Security Income (SSI), and Social Security Disability Insurance (SSDI). Students or parents can contact the Social Security

Administration at 1-800-772-1213 (voice), or 1-800-288-7185 (Text Telephone, TT)[1] to receive a free pamphlet about the programs, or contact a local Social Security office.

The *SSI Program* is targeted at individuals who are in financial need, and blind or disabled. The evaluation process differs depending on whether the applicant is under the age of 18, or over. If the applicant is over 18, the Social Security Administration no longer considers the parents' income or resources when determining eligibility for benefits. An individual can become eligible for SSI if he or she has little or no income or resources such as savings accounts, is considered medically disabled or blind, and does not work or earns less than a certain amount each year. Those who receive SSI benefits are in most states also eligible for Medicaid and food stamps.

The *SSDI Program* is different from SSI because it considers the employment status of the applicant's *parents*. An individual is eligible to receive SSDI if he or she became disabled before age 22 and if at least one of his or her parents had worked under Social Security, and is now disabled, retired, and/or deceased. Individuals receiving SSDI can also receive food stamps and Medicaid benefits.

In the past, earnings from a job or other income substantially reduced the amount of SSI or SSDI that a person could receive. Recent legislation has made major changes in the SSI and SSDI programs to encourage people to try to work and become independent.

Work Incentives in SSI and SSDI

Section 1619A allows people to continue receiving SSI after they are earning a certain amount of money, called a "Substantial Gainful Activity" (SGA), currently $500 a month. The Social Security Administration uses a formula to determine how much SSI or SSDI a person receives.

Section 1619B allows individuals to continue receiving Medicaid benefits even after they stop receiving SSI or SSDI. The law requires that the recipient receive a medical examination after one year of receiving Medicaid to ensure that he or she still has a disability. The individual must apply for benefits before his or her SSI or SSDI stops.

Impairment-Related Work Expenses (IRWE) are the costs for services or materials an individual needs to be able to work. The Social Security Administration subtracts that amount from a person's SGA when calculating how much a person should get in his or her monthly check. The services must be necessary because of a person's disability — they cannot be the same kind of expenses that someone without a disability has on the job. Examples include wheelchairs, prostheses, pacemakers, respirators, braces, artificial limbs, and personal assistant services. The cost of a job coach has recently been approved as an IRWE.

Plan for Achieving Self Support (PASS) is a work incentive program that allows a person to receive earned and unearned income and set it aside for up to 48 months. The purpose of the program is to allow individuals to accumulate resources in order to pursue a specific work goal, such as education, vocational training, starting a business, or purchasing work-related equipment. The PASS must be in writing, and must include a realistic work goal, a savings and spending plan, and a method of keeping track of funds set aside. SSI payments themselves cannot be set aside to establish a PASS.

SSDI also has a program, *SSI Program Work Incentive*, that allows impairment-related work expenses to be deducted from SSDI payments. In addition, SSDI recipients can undergo a trial work period, which allows them to test their ability to work without fearing the loss of SSDI benefits. This period can last up to nine months. If the person proves he or she is capable of working, the SSDI will be discontinued after a three month grace period.

SSDI also has an *extended period of eligibility* to allow recipients to gain the educational and independent living skills they need to become employed and independent. This extended period can last up to 36 months.

POSTSECONDARY EDUCATION AND TRAINING OPPORTUNITIES

The Job Training Partnership Act

The *Job Training Partnership Act* (JTPA) is a federal program which assists persons with disabilities in finding employment. JTPA funds are allocated to local training programs and may be used for prevocational training, job placement assistance, specific skill training and work experience. Local training programs using JTPA money may provide services such as pre-employment training, job counseling, vocational education, remedial education, basic skills training, literacy and bilingual training,

[1] With the passage of the Americans with Disabilities Act (ADA), the Federal Communications Commission has decided that telecommunications devices for the deaf (TDDs) will become known as text telephones (TT). People who are hard of hearing or deaf, and people with speech impairments are able to use the text telephones, so the term more accurately describes the function of the equipment than the people who use it.

job placement assistance, and work experience. JTPA programs are usually run through local employment agencies or commissions and are based on eligibility of services.

An individual with a disability who is interested in a JTPA program can go to a local employment agency that provides the types of training in which he or she is interested. To be eligible for funded training, individuals must be certified through the local JTPA office.

For more information about JTPA programs in your state, contact your state or local Department of Employment. A complete listing of JTPA contacts may be obtained, free of charge, from the National Association of Counties, 440 First Street, NW, Washington, DC 20001. (202) 393-6226.

Project With Industry

Project With Industry involves representatives from businesses, community agencies, and industry in placing and training people with disabilities in jobs. The program provides a centralized registry of job openings and qualified job applicants, and matches employers and employees. Project With Industry also offers support services to employers and employees before, during and after placement, as well as awareness training to employers supervising people with disabilities. Another service provided through the program is job seeking skills training for applicants with disabilities. For more information and/or a list of Project With Industry programs around the country, contact Carol Dunlap, National Program Manager, Project With Industry, Electronics Industries Foundation, 919 18th Street NW, Suite 900, Washington, DC 20006. (202) 955-5820 Voice, (202) 955-5836 TT.

INDEPENDENT LIVING

Independent living centers are community based agencies (non-residential), not for profit, and are run by people with different disabilities. The centers help people with disabilities achieve and maintain self-sufficient lives within the community by providing advocacy, information and referral, independent living skills training, and peer counseling to people with various disabilities. For further information, contact the National Council on Independent Living, 815 Van Buren Street, Suite 525, Chicago, IL 60607. (312) 226-5900 Voice, (312) 226-1687 TT.

EDUCATIONAL OPPORTUNITIES

Adult Education

Adult education provides education below college level to anyone aged sixteen and over who is not being served by the public education system. Examples of adult education classes are GED preparation programs, English as a Second Language, or vocational or business courses. The local education agency can provide further information.

Career Education

Career schools and community colleges offer people the opportunity to continue their education and receive a certificate of achievement. Career schools or tax paying schools offer job-specific training in courses lasting from two weeks to two years or more. Community colleges have no tuition or low-cost tuition, offer a wide range of programs (including vocational and occupational courses), and exist in many communities. Typically a high school diploma or its equivalent is required for admission. Tuition reflects the special focus of the training. A local public library or telephone yellow pages can be consulted (look under "schools") for names of local career education training programs. Or, contact the Career College Association for one free copy of a directory of accredited career schools: Career College Association, 750 First Street, NE, Suite 900, Washington, DC 20002. (202) 336-6700.

Vocational-Technical Schools, Technical Institutes, and Trade Schools

These schools prepare students for specific trades or occupations. Students receive training to develop specific skills or to enhance skills they already have. Most of the schools have an open enrollment policy; some require a GED or equivalent certificate, or equivalent work experience for admission. Contact the local education agency for further information.

Transition Programs

Several transition programs have been designed specifically to prepare high school students with disabilities as they move from high school to work. Tech Prep is such a program, available in a number of schools, that prepares students for careers that require some education beyond the secondary level. The program enables eligible high school students, including those with disabilities, who are mainstreamed into a general education program, to take technically-oriented courses. Some Tech Prep Programs operate in cooperation and with a formal agreement with a community college, whereby students can earn some college credit for these high school courses. Contact your Local Education Agency to see if Tech Prep is available. For information on other transition programs, see Section 5 of this **Transition Resource Guide**, Transition Programs.

Experiential Opportunities

Volunteering and international exchanges are two examples of programs that allow students to learn more about themselves before going on to further education and employment. Volunteer work allows a person with a disability to sample different kinds of jobs and build a work history; it may also lead to paid employment. Some transition programs offer various volunteer opportunities as part of career planning and placement.

There are two types of international exchange programs: educational exchange and international workcamps. Educational exchange programs allow young adults to live, study, and volunteer in another country while living with a host family or with other participants in a dormitory. In international workcamps, people with and without disabilities work together on community projects in host countries.

For more information on these programs, contact Mobility International USA (MIUSA), P.O. Box 3557, Eugene, OR 97404. (503) 343-1284 TT/Voice. Or, call The U. S. Committee of the International Christian Youth Exchange (ICYE), 134 West 26th Street, New York, NY 10001. (212) 206-7307.

Military and Federal Employment

Young adults with disabilities may consider the military as an option for a career. In order to enter the uniformed military, the applicant must meet the requirements of the selected branch. Opportunities also exist for civilian service in military installations, mostly in administrative or support staff capacity. Persons can consider such careers as accounting, contracting, and computer technology.

A person with a disability may be certified through Vocational Rehabilitation for "Schedule A" employment. In a "Schedule A" program, a person with a disability can apply for and obtain a position within the federal government by contacting a selective placement coordinator within the federal agency where the person with a disability wants to work. The selective placement coordinator arranges an interview with the person who is filling a vacant position. If the applicant is accepted, he or she performs the job for a 90 day probation period. Once the person successfully completes the probation, he or she is hired. The "Schedule A" program bypasses the normal competitive application procedure for a federal position. The person with a disability can also apply competitively for a position.

College Options

This **Transition Resource Guide** focuses primarily on non-collegiate postsecondary options after high school for students with disabilities. Those interested in 2-year, 4-year, or university degree granting educational programs may contact HEATH. See also the Publications List at the end of the **Guide**.

2. TRANSITION IN THE UNITED STATES: WHAT'S HAPPENING

At the state level, there has been a great deal of activity concerning transition. This section will provide examples of state initiatives by reporting on what several are doing to prepare students with disabilities for further education and/or employment.

STATE LEGISLATION: HIGHLIGHTS

Most of the 50 states have passed legislation on transition services for students aged 14 or 16 to 21. States have adopted either an *interagency cooperative agreement*, or a *Memorandum Of Understanding (MOU)* model to formalize the respective responsibilities of cooperating agencies to provide services necessary to prepare special education students for life after high school. The cooperative agreement or MOU is usually drawn up between such agencies as the Department of Education (frequently the lead agency), the Department of Vocational Rehabilitation, the Department of Mental Health and/or Mental Retardation, and disability-specific organizations.

Several states, including Virginia, Maine and Minnesota, have established *state transition councils* comprised of people with disabilities, service providers, educators, and parents. These councils provide overall guidance to transition initiatives. Also, states such as Washington and Virginia have established *technical assistance centers* to provide advice and assistance on transition.

Some of these states are now focusing on developing curricula and training materials for use by professionals in the field. These resources focus primarily on youth who are leaving high school for further education or employment. Other guides provide information for parents of children with disabilities.

Idaho

Idaho established the Idaho Transition Project, which includes participation of the Idaho Departments of Education, Rehabilitative Services, and the Commission for the Blind. The Transition Project developed several manuals to assist teachers, high school students, and parents during the students' transition from high school to employment or education. The guides include a parent guide to transition, and a manual for teachers working with students who are leaving high school. Each of the parent guides outlines the transition process, describes options available after high school, and lists local resources. In addition, the manuals include a step-by-step guide on how to find out about community organizations, agencies, and available health and financial assistance for students with disabilities. For further information, contact Sharon Pond, Consultant, Idaho State Department of Education, Special Education Section, Len B. Jordan Office Building, 650 West State Street, Boise, ID 83720. (208) 334-3940.

Iowa

The Iowa Department of Education has conducted several follow-up studies of all students with disabilities one year after their graduation from high school. The studies focus on students with learning disabilities, mental retardation, or behavior disorders. The studies showed that, one year after graduation, the largest number of working graduates were those with learning disabilities (79 percent); and the smallest were graduates with behavior disorders (60 percent). Females with behavior disorders were most likely to be in postsecondary education, job training, or working at home (21 percent); males with mental retardation were least likely to be engaged in these activities (3 percent). For more information, contact Pat Sitlington, Consultant, Career/Vocational Education for the Handicapped, Iowa Department of Education, Bureau of Special Education, Grimes State Office Building, Des Moines, IA 50319-0146. (515) 281-3940.

Maine

Maine established an Interdepartmental Committee on Transition in 1986. The Committee is a state-level organization focusing on the needs of students aged 14 to 25. The Committee on Transition works through its local components, the Area Coordination Councils. The Area Coordination Councils operate in seven areas in Maine, with funds provided by the Committee. Maine is unique both in its emphasis on both state and local cooperation, and in developing a linkage between the state transition system and other related systems throughout New England. For more information, contact Larry Glantz, Committee on Transition, Human Services Development Institute, University of Southern Maine, 96 Falmouth Street, Portland, ME 04103. (207) 780-4501.

Minnesota

Minnesota established a State Transition Interagency Committee (STIC) in the early 1980s. It has now become a formal transition committee involving the Departments of: Education, Secondary Vocational Education, Special Education, Jobs and Training, Rehabilitation Services, and other relevant state agencies. Minnesota currently has a five-year federal grant to develop a statewide plan, study graduates, and develop opportunities in supported employment, and has created the Institute on Community Integration at the University of Minnesota. The Institute conducts follow-up studies of students leaving special education, provides

training and technical assistance to STIC members, and has developed a guide on vocational planning in special education. The Minnesota Department of Education set up an Interagency Office of Transition Services to focus entirely on transition for students with disabilities in the state. Also, the PACER Center (an advocacy and training center for parents of children and youth with disabilities) is very active in providing information and offers training in Minnesota for parents about transition. For more information, contact the Minnesota Department of Education, Interagency Office on Transition Services, Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101. (612) 296-0280. Also, contact the PACER Center, Inc., 4826 Chicago Avenue, South, Minneapolis, MN 55417. (612) 827-2966 Voice/TT; (800) 53-PACER, Voice (Minnesota only).

North Carolina

Like other states, North Carolina has entered into a cooperative agreement between the Department of Vocational Rehabilitation and the Division of Exceptional Children. North Carolina has also established the North Carolina Assistive Technology Project (NCATP). This statewide project is funded under the Technology Related Assistance for Individuals with Disabilities Act. Its mission is to help people with disabilities lead more independent and productive lives, and to aid in their transition to education or employment. Another goal is to make policy and funding changes so people with disabilities can obtain adaptive equipment more easily. The project provides technical assistance, training and awareness, information and referral, regional demonstration labs, networking, a quarterly newsletter, and consumer support groups. For further information, contact F. Terry Kemp, Specialist for Communicative/Developmental Disabilities, 805 Ruggles Drive, Raleigh, NC 27603. (919) 733-3364.

Texas

Texas passed transition-related education bills in 1985, 1986, and 1987. The most recent bill mandated that a Memorandum of Understanding (MOU)) be written that addresses the roles and responsibilities of adult agencies and the Central Education Agency in the transition planning of students in special education. The Texas agencies involved in the MOU are the Rehabilitation Commission, Department of Education, the Department of Mental Health and Mental Retardation, the Commission for the Blind, the Department of Human Services, and the Employment Commission. All students who are 16 years and older and who are enrolled in special education are required to have an Individualized Transition Plan. Contact Kathy Hurley, Program Specialist, Texas Rehabilitation Commission, 4900 North Lamar, Austin, TX 78751. (512) 483-4001.

Virginia

Virginia established a Transition Task Force in 1990. The Transition Plan grew out of a cooperative agreement called *Virginia's Approach to Services for Transitioning Youth and Young Adults with Disabilities*, or *Project VAST*. The purpose of the plan is to ensure transition opportunities for all Virginia youth and young adults with disabilities aged 15 through 21 years. The Transition Plan is implemented through an interagency agreement that includes the Virginia Governor's Employment and Training Department, the Office of State Adult Literacy, the Virginia Departments of: Correctional Education, Education, the Deaf and Hard of Hearing, Rights of the Disabled, and Rehabilitative Services. Virginia has also established legislation that would enable the Virginia Department of Rehabilitation to study students exiting the special education system, and to recommend programs and services that would facilitate their transition into adult human service systems. Contact James E. Price, Executive Director, Governor's Employment and Training Department, The Commonwealth Building, 4615 West Broad Street, Richmond, VA 23230, or Dr. Sharon deFur, Transition Specialist, Virginia Department of Education, Box Q, Richmond, VA 23219. (804) 367-9800.

Washington

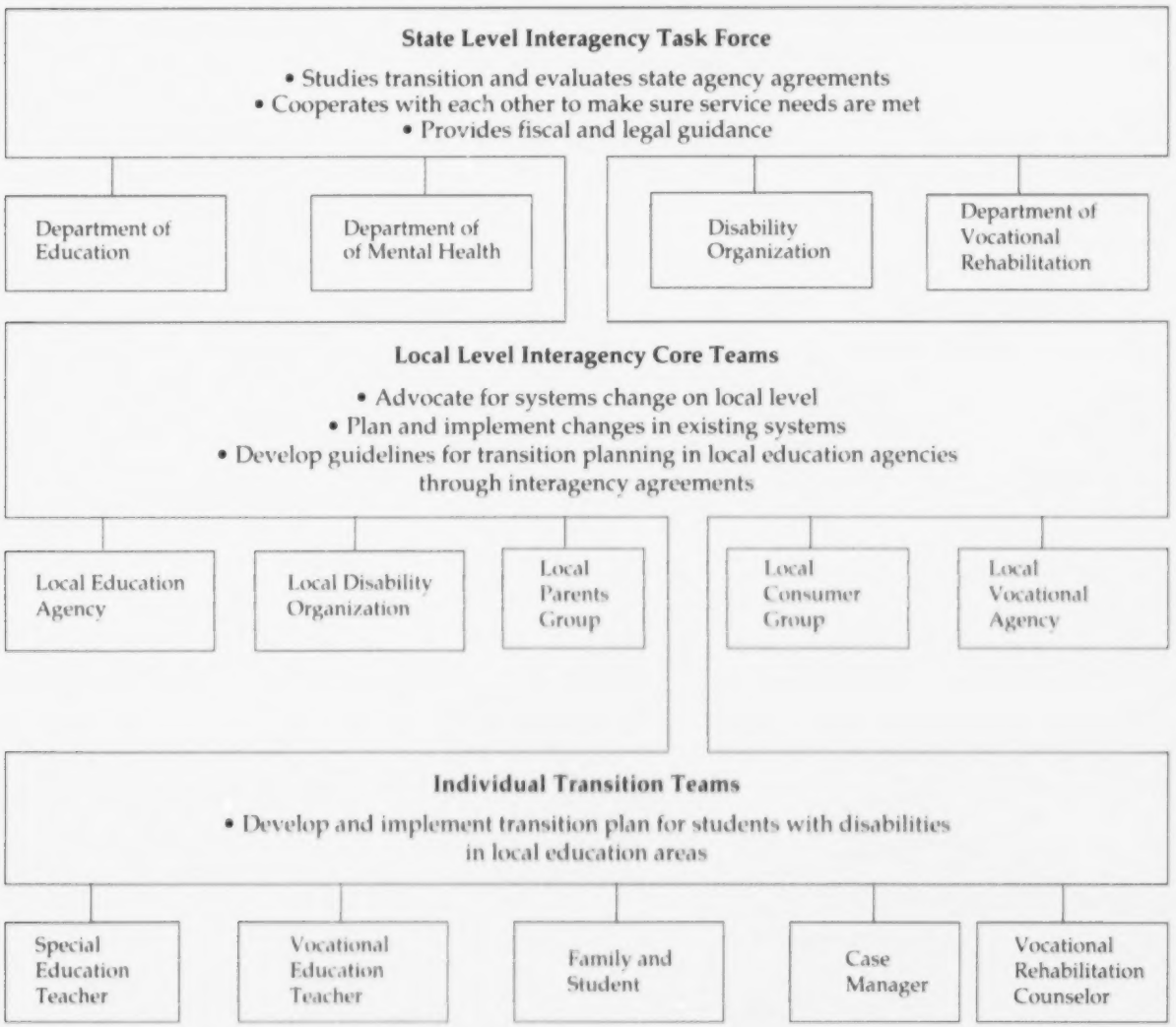
Washington has an active transition agreement for high school juniors and seniors who are continuing on to employment or further education. The state has established an agreement between local school districts, the Division of Vocational Rehabilitation, the Division of Developmental Disabilities, and the Department of Services for the Blind. The state has also passed a bill that establishes a statewide technical assistance and transition center at the University of Washington. The center will provide advice and technical assistance to school districts and local adult service programs. One of the initiatives of the center will be to encourage and prepare special education students to continue on to community colleges or other colleges and universities. For further information, contact G.D. Van Noy, Manager, Division of Vocational Rehabilitation, Department of Social and Health Services, Olympia, WA 98504-0095. (206) 438-8029.

ASSISTIVE TECHNOLOGY

Currently, forty-two states are funded under the Technology-Related Assistance for Individuals with Disabilities Act of 1988 (P.L. 100-407), more commonly known as the "Tech Act." The purpose of the act is to provide financial assistance to states to assist them in developing and implementing a consumer responsive statewide program of technology-related assistance to enable individuals with disabilities to lead productive and independent lives. For many students with disabilities, the use of assistive technology must be included in the IEP or ITP. For more information about the Tech Act, contact RESNA, 1101 Connecticut Avenue, NW, Suite 700, Washington, DC 20036. (202) 857-1140.

3. LEVELS OF TRANSITION PLANNING

This transition chart gives an idea of how transition planning can occur on the state, local, or individual level. Transition planning varies widely, so the chart is only a sample of what can occur and who can be involved.


State Level Interagency Task Force
• Studies transition and evaluates state agency agreements
• Cooperates with each other to make sure service needs are met
• Provides fiscal and legal guidance
Department of Education
Department of of Mental Health
Disability Organization
Department of Vocational Rehabilitation
Local Level Interagency Core Teams
• Advocate for systems change on local level
• Plan and implement changes in existing systems
• Develop guidelines for transition planning in local education agencies through interagency agreements
Local Education Agency
Local Disability Organization
Local Parents Group
Local Consumer Group
Local Vocational Agency
Individual Transition Teams
• Develop and implement transition plan for students with disabilities in local education areas
Special Education Teacher
Vocational Education Teacher
Family and Student
Case Manager
Vocational Rehabilitation Counselor

Source: Adapted, with permission, from *Planning for Transition from School to Work* (1988). Paul Wehman et al, Rehabilitation, Research and Training Center, Virginia Commonwealth University, Richmond, VA.

4. STATE SYSTEMS CHANGE GRANTS

The U.S. Department of Education has been working to improve transition services around the country through funding innovative projects, materials, and curricula. The Department of Education has also begun to focus on how transition services have been provided and coordinated, and how these services can be improved. To accomplish this end, the Department has funded twelve states to change the way transition is done.

The 12 states will involve young adults with disabilities, parents, guardians and families, adult service agencies, employers, and education programs in transition change. The states plan to change how transition is provided through:

- increasing availability, access and quality of transition assistance through developing and establishing policies, procedures, systems, and other mechanisms for young adults with disabilities;

- improving the ability of professionals, parents and advocates to work with youth in transition and to provide transition services;

- improving working relationships across local education agencies, postsecondary programs, state agencies, the private sector, rehabilitation, local and state employment agencies, Private Industry Councils, and families of students with disabilities; and,

- providing public awareness and training materials to people in transition.

For more information, contact transition directors in each state.

ARKANSAS

Arkansas Department of Education
State Education Building
#4 Capitol Mall, Room 105C
Little Rock, AR 72201
(501) 661-2843
Sidney Padgett

CALIFORNIA

California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-3567
Patrick Campbell

COLORADO

Rocky Mountain Research
and Training Center
6355 Ward Road, Suite 310
Arvada, CO 80004
(303) 420-2942
Donald St. Louis

IOWA

Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-4138
Victor W. Nielsen

MAINE

Maine Department of Education
State House Station #23
Augusta, ME 04333-0023
(207) 289-5953
David Noble Stockford

MINNESOTA

Minnesota Department of Education
550 Cedar Street
Capitol Square Building
St. Paul, MN 55101
(612) 296-9298
Bob Wedl

NEBRASKA

Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2471
Barbara Schliesser

NEW HAMPSHIRE

New Hampshire Department of
Education
101 South Pleasant Street
Concord, NH 03301
(603) 271-3144
Robert T. Kennedy

NEW YORK

New York State Education
Department
Room 1607
One Commerce Plaza
Albany, NY 12234
(518) 474-2714
Lawrence C. Gloeckler

TEXAS

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701
(512) 463-9414
Gene Lenz or Ron DiOrio

UTAH

Utah State Office of Education
250 East 500 South
Salt City, UT 84111
(801) 538-7706
Steven J. Kukic

VERMONT

Vermont Department of Education
Division of Special and Compensatory
Education
Montpelier, VT 05602
(802) 828-3141
Marc Hull

5. TRANSITION PROGRAMS

The transition programs listed in this section have been identified by individuals who are knowledgeable in the field of transition as programs that are innovative, are reaching an audience which has not been served previously, and are providing a service which is needed. Readers may use this information to establish their own transition programs, improve existing ones, or gather curricula, materials or resources to use in the training of program staff or participants.

School to Work

Atlanta Mentor Employment Program, United Cerebral Palsy Association of Greater Atlanta, 1687 Tullie Circle, Suite 112, Atlanta, GA 30329. (404) 320-6880. Contact: Kevin Walton.

The United Cerebral Palsy Association of Greater Atlanta has developed an Employment Mentor Program in which individuals with disabilities are matched with employers and co-workers. The co-workers are trained specifically to work with the employee with a disability, in much the same way that other employees would train a new co-worker. Co-workers with disabilities and co-workers without disabilities are encouraged to develop mentor relations and friendships with each other.

General Trades/V.E.E.P. (Vocational Experiences for Exceptional Persons), Portland Regional Vocational Technical Center, 196 Allen Avenue, Portland, ME 04103. (207) 874-8165. Contact: Gunnell White.

This program, located at the Portland Regional Vocational Technical Center, prepares students with disabilities for mainstream vocational programs, or for continued employment. Students who are blind or visually impaired, deaf or hard of hearing, or who have orthopedic or speech disabilities are accepted into the program. Program participants receive services such as prevocational exploration and assessment, vocational and academic assessment, curriculum-based assessment, career planning and guidance, and a work experience program.

Dispersed Heterogeneous Placement, 251 University Hospital School, University of Iowa, Iowa City, IA 52242. (319) 353-6450. Contact: John Nietupski or Jerry Murphy.

This program places individuals with mild and moderate mental retardation into supported employment. The target group is students who are in their final year of high school, or are recent graduates.

Participants in the program first undergo vocational assessment to determine their skills, interest, capacities, and "ideal job." Next, participants and program directors work with an "advocate" who is connected to a business or industry, and is interested in hiring or working with them. With the assistance of the advocate, the program directors and participants approach employers to inquire about employment possibilities. Once a job site is located, the participant has a job interview, and then begins working. A job coach works with the participant, and a co-worker who also serves as an advocate is identified. The program directors check periodically with participants and co-workers, and provide support as needed on an on-going basis.

EIF/Project With Industry, Electronics Industries Foundation, 919 18th Street, NW, Washington, DC 20006. (202) 955-5817 Voice; (202) 955-5836 TT. Contact: Carol Dunlap.

EIF/Project With Industry is a nationally recognized program that helps qualified people with disabilities find employment in the electronics industry field. It is designed by and operates under the Electronics Industries Foundation under the Electronics Industries Association. The program, which started in 1977, now has branches located in Los Angeles, San Francisco, Boston, Minneapolis, Chicago, Phoenix, South New Jersey, Philadelphia, and Clearwater, FL.

EIF/Project with Industry helps people with disabilities find a wide range of jobs in production, service, clerical, technical and professional positions. Industry executives are actively involved in the program through the Program's National Advisory Council and local Executive Boards.

The IBM Project to Train Disabled Persons, IBM, 800 North Frederick Avenue, Gaithersburg, MD 20879. (301) 640-5444.

This national program trains persons with physical disabilities to become computer programmers. Another program, Personal Computer Based Skills Training for Disabled Individuals, offers training in basic computing skills for people with disabilities who are interested in becoming computer literate. There are numerous training sites throughout the U.S.

IAM-CARES, International Association of Machinists and Aerospace Workers, AFL-CIO, 9000 Machinist Place, Upper Marlboro, MD 20772. (301) 967-4500. Contact: Angela K. Traiforos.

The International Association of Mechanists and Aerospace Workers, a union, established a Center for Administering Rehabilitation and Employment

Services (IAM-CARES). Through IAM-CARES, the union works with organized labor, private employers, public agencies, rehabilitation organizations, and disability-specific agencies to assist people with disabilities in finding employment. IAM-CARES accomplishes this through several programs.

IAM-PWI (IAM Project With Industry), and DOL-PWI (Department of Labor Project With Industry) are federally funded programs that assist people with disabilities in finding employment in businesses and industries. The programs provide assessment, vocational guidance, skills training, job development, follow-up, and support services to people with disabilities. A unique feature of these programs is that employers and union representatives of participating businesses are actively involved in training and rehabilitating each employee.

IAM-JOBS is another program that assists people in the Kansas City and Seattle areas who are on SSI or SSDI in finding employment. The program is funded through the Social Security Administration, and the participants receive all the special services available to others in the IAM-CARES program.

IAM-CARES runs a supported employment program with the Marriott Corporation in Chicago for young adults with disabilities. The program provides on-the-job training, placement, and follow-up to monitor success of the placement.

IAM-CARES also offers transitional services for youth with disabilities in the Chicago, IL area. The program helps prepare youth with disabilities in the public schools and the Illinois Department of Rehabilitation Services for employment. The program also networks with local businesses and industry in an effort to help students with disabilities obtain employment more easily after graduation.

Project ADAPT, Research and Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751-0790. (715) 232-1389. Contact: Charles C. Coker.

Project ADAPT, a vocational assessment program that focuses on students with disabilities, was funded through a federal grant that has expired. However, some follow-up materials from the project are still available. Project ADAPT measured a student's ability to identify job goals, search for work, and demonstrate good job-keeping behavior. The Employment Readiness Assessment (ERA) was made up of two components, a Vocational Exploration and a Situational Assessment. During the Vocational Exploration, students explored their vocational interest, and underwent vocational interest testing. During the Situational Assessment, students practiced job hunting techniques, for example, practice interviewing. Students also learned proper work behavior such as showing up on time, calling in sick when necessary, getting along with supervisors and co-workers, and following instructions.

Project GOLD (Greater Opportunities for Learning Disabled), Virginia Department of Rehabilitative Services. Virginia Department of Rehabilitative Services, Center for Comprehensive Employment Services, The Carolyn Building, 10400 Eaton Place, Suite 400, Fairfax, VA 22021. (703) 359-1287.

This school-to-work transition program is offered through the Comprehensive Employment Services of the Virginia Department of Rehabilitative Services. Project GOLD assists adults with learning disabilities in finding employment, and focuses particularly on recent high school graduates who decide to work immediately after graduation. Services include learning style assessment and instruction, career assessment, guidance and counseling, placement, and training in social skills and self-advocacy. Project GOLD is run by the Center for Comprehensive Employment Services under the Virginia Department of Rehabilitative Services, and has offices in Fairfax, Staunton and Huntington.

Project PERT, Woodrow Wilson Rehabilitation Center, Fishersville, VA. Box 350, Fishersville, VA 22939. (703) 332-7123; (800) 345-WWRC (Virginia only).

Project PERT is a school-to-work transition program jointly funded by the Virginia Department of Education and the Virginia Department of Rehabilitative Services. Students in the program work with a Model Implementation Team (MIT), which assists them in preparing for work, further education, and independent living. Students undergo vocational assessment, learn independent living and social skills, and participate in recreational activities at the Rehabilitation Center. After the evaluation is complete, students return to school to complete vocational or academic courses that will help them prepare for life after graduation.

Summer Work Experience Program (SWEP), Oregon Commission for the Blind, 535 SE 12th Avenue, Portland, OR 97214. (503) 236-7647.

SWEP is a summer work transition program for students who are blind or visually impaired. It is located at Reed College in Portland, OR. Young adults between 18 to 21 years old are referred to the program through the Oregon Department of Vocational Rehabilitation. Students participate in an orientation, in which they familiarize themselves with the Portland area, undergo work assessment and evaluation, take career exploration classes, and learn job seeking and interviewing skills. During the second week, they find jobs with Portland area employers, and spend the next six weeks on the job.

Many live on campus, commuting back and forth. In addition, they participate in recreational activities at nights and during the weekends. For more information, contact Mary Sutton, SWEP, Oregon Commission for the Blind, 535 SE 12th Avenue, Portland, OR 97214. (503) 236-7647.

School to Vocational Technical Programs

Project Bridge, Great Falls Technical Vocational Center, 2100 18th Avenue South, Great Falls, MT 59405. (406) 771-7140 or (800) 446-2698 in Montana.

Project Bridge helps high school students or high school graduates with disabilities who are preparing for work or to enter a vocational technical college. The project provides vocational counseling and assessment, training in resume-writing, interview techniques, and assistance in looking for jobs. In addition, Project BRIDGE runs a job club to provide support for students looking for employment. Project BRIDGE also provides support services such as testing, accommodations, priority course registration, tutoring, interpreters, and notetakers for students attending a vocational-technical college.

Project IMPACT, Child Services Demonstration Center, 123 East Broadway, Cushing, OK 74023. (918) 225-1882 or (918) 225-4711. Contact: Kathy McKean, Project Director.

Project IMPACT is a vocational training program for persons with mild and moderate disabilities. Although federal funding for the program has ended, local funds and a grant from the JTPA have supported continuation of the prevocational program. Students in the program receive training in a variety of fields, including computer service, electronics, driver training, and nursing. Project IMPACT also provides mainstream support for vocational training programs, and direct training for jobs. Clients must be able to live independently and want to work. They can be self-referred, referred by family members, or referred by Vocational Rehabilitation. If the clients are not yet ready to attend vocational-technical classes, they can receive training for that purpose.

High School to College Programs

Tech Prep Planning Grant, Illinois Department of Rehabilitation Services. Illinois Department of Rehabilitation Services, 202 Hemlock, Pekinn, IL 61554. (309) 347-5467. Contact: Dr. Mary Anne Graham.

The Tech Prep Planning Grant is a cooperative curriculum agreement between the National Technical Institute for the Deaf (a college of the Rochester Institute of Technology), the Illinois Department of Rehabilitation Services (DORS), and several Illinois high schools. The agreement will allow high school students who are deaf, hard of hearing, blind or visually impaired, or have physical disabilities to pursue courses in computer-aided drafting and information processing. In addition, students who are interested in attending NTID can qualify for direct entry into NTID's programs or bypass introductory courses and begin advanced ones.

St. Paul Technical College, 235 Marshall Avenue, St. Paul, MN 55154. (612) 221-1337 Voice/TT. Contact: Debra Wilcox.

St. Paul Technical College has a three-month preparatory program for students who are deaf or hard of hearing, and who want to go on to college. Students receive training in social skills, independent living, job preparation, and academic and study skills that will help them in college later on. The program is offered in each quarter throughout the academic year, and students are accepted at any time during the year. Students go on to St. Paul Technical College, the National Technical Institute for the Deaf, Gallaudet University, and other colleges or universities.

Middlesex Community College, Transition Program, Burlington Campus, Terrace Hall Avenue, Burlington, MA 01803. (617) 272-7342, ext. 3035.

Middlesex Community College has a Transition Program designed for young adults with learning disabilities who had not previously considered going to college because they perceived college-level work as too difficult. Youth have the experience of being in college, while learning independent living skills, job hunting and keeping skills, personal and social development, vocational preparation in clerical and business skills, and electives in the humanities. In addition to taking courses, students participate in an internship. The program lasts for two years, and the students receive a certificate of completion.

Social Skills Programs

Independence Center for Young Adults with Learning Disabilities, Center for Unique Learners, 5705 Arundel Avenue, Rockville, MD 20852. (301) 468-8810. Contact: Judy Kramer.

The Independence Center is a self-help, self-empowerment program for adults aged 18 to 30. Participants receive tips on how to look for employment, practice social and independent living skills, and learn proper job behavior. Students in the program support and teach each other while the program directors act as facilitators. The program lasts eight weeks. At the end of the training program,

participants are linked with mentors from the community. The mentors and mentees meet once a week to socialize and work on independent living or vocational goals. In addition, the program has a peer-led Job Club that meets once a week, as well as a parent support group. Twenty-five people are accepted per session. Each participant must have a documented learning disability, must have been graduated from or be no longer eligible for high school, lack self-advocacy, employability and independent living skills necessary to become employed and independent, and have access to transportation.

Project TAKE CHARGE, New Jersey Developmental Disabilities Council, 2130 Highway 35, Sea Girt, NJ 08750. (908) 974-0867. Contacts: Elaine Baumeister or Carol Schnitzler.

Project TAKE CHARGE is a self-advocacy and training program offered by the New Jersey Developmental Disabilities Council. People with disabilities aged 18 to 60 are eligible if they feel they can benefit from the program. Relatives of people with disabilities are also welcomed. Four days of training are offered at a time; participants learn how to identify and understand their needs, provide input so the program will meet their needs, act in an assertive manner and deal effectively with conflicts, improve communication skills (speaking, writing, listening, and non-verbal), understand rights and responsibilities related to their disabilities, and become aware of community resources. Twenty participants and four alternates are selected.

The YWCA of the Nation's Capital Area (Washington, DC) sponsors recreational groups for teenagers and young adults with learning disabilities. Group participants are provided with an opportunity to build self-esteem, develop social skills, and form friendships through recreational activities. Activities are held twice monthly, and include bowling, ice skating, swimming, biking, and attending sporting events, movies, theaters, and amusement parks. For more information, contact Lydia Tutweiler, Learning Disabilities Specialist, at (703) 560-1111.

YWCA Of the National Capital Area (Virginia)
P.O. Box 86
8101 Wolftrap Road
Dunn Loring, VA 22027

YWCA of the Nation's Capital Area (District of Columbia)
P.O. Box 86
624 Ninth Street, NW
Washington, DC 20001

YWCA of the Nation's Capital Area (Maryland)
13415 Georgia Avenue
Silver Spring, MD 20906

Self-determination projects

Self-determination is the ability to make choices about one's life, act upon these decisions, and take control of one's life.

The U.S. Department of Education has funded 12 self-determination projects whose purpose is to teach young adults with disabilities how to advocate for themselves, and how to make changes in their lives. Contact the projects directly for materials they are developing.

ARIZONA

Project Pride
Catholic Community Services of Southern Arizona
268 West Adams Street
Tucson, AZ 85705
(602) 792-1906
Marguerite D. Harmon

Students who are deaf, hard of hearing, deaf-blind, and students with deafness and other disabilities learn how to advocate for themselves and make decisions about their lives in five areas: vocational, independent living, political advocacy, linguistic competence, and personal effectiveness.

CALIFORNIA

Self Determination for the Disabled in the Transition Process
Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92714
(714) 733-1345
Beverly Huff

Participants in the project learn self-determination by being involved in self-advocacy, problem-solving and assertiveness, becoming aware of community resources, developing a peer network of students and graduates, and being involved in developing an Individualized Transition Action Plan. Students who have mental retardation, emotional or communication disorders, vision impairments, physical or learning disabilities, or who are deaf or hard of hearing, can participate.

COLORADO

Choice Makers
University of Colorado
P.O. Box 7150
Colorado Springs, CO 80933-7150
(719) 593-3266
James Martin

High school students with disabilities in Colorado will learn the skills of self-determination, learn techniques for locating employment on their own, and become involved in their ITP and IEP planning process.

DISTRICT OF COLUMBIA

Project Partnership
Very Special Arts
John F. Kennedy Center for
the Performing Arts
Education Department
Washington, DC 20566
(202) 416-8861
Eileen Cuskaden

The project encourages advocacy and self-determination skills in young people with disabilities through increased participation in the arts. Students learn to identify and eliminate barriers limiting arts participation, develop new curricula and adapt existing curricula to make the arts more accessible to students with disabilities, and involve artists with disabilities as trainers, performers, role models, and mentors.

HAWAII

Self Determination in Integrated Settings
University of Hawaii
Office Of Research Administration
2540 Maille Way, Spaulding 253
Honolulu, HI 96822
(808) 956-5009
Robert Stodden

The project will investigate the qualities and skills necessary to develop self-determination, and then develop methods and processes that can be used to teach students with disabilities self-determination. Finally, the project will disseminate materials and techniques to parents, schools, and community service organizations.

MARYLAND

Project EMPOWER
Prince George's Private Industry Council, Inc.
1802 Brightseat Road
Landover, MD 20785
(301) 386-5522, x244/245
Jack Campbell

Project EMPOWER aims to teach young people with orthopedic disabilities the skills necessary for self-determination. Program participants learn how to be more independent and assertive through interacting with mentors who have orthopedic disabilities. They also participant in "Big Events", in which they identify barriers in the environment, and suggest how they can be eliminated or modified.

MICHIGAN

Skills for Self-Determination
Developmental Disabilities Institute
6001 Cass, 326 Justice Building
Wayne State University
Detroit, MI 48202
(313) 577-2655
Sharon Field

The project's goals are to teach all students with disabilities the skills necessary for making choices and acting upon these choices. The project leaders will also develop and disseminate a curriculum used in teaching young adults self-determination skills.

MINNESOTA

Facilitating the Self-Determination of Students with Disabilities
Institute on Community Integration
107 Pattee Hall
150 Pillsbury Drive, SE
Minneapolis, MN 55455
(612) 652-5592
Robert Bruininks

Students with mild mental retardation, and students with physical disabilities participate in this project. They learn the skills necessary for making choices and becoming independent, and how to become advocates for themselves. They also learn how to effectively use personal control in the family, school and community.

NEW MEXICO

Self Determination: the Road to Personal Freedom
Protection and Advocacy Systems
1720 Louisiana NE, Suite 204
Albuquerque, NM 87110
(505) 256-3100
Beatriz Mitchell

The project will identify the skills and characteristics of self-determination, and students in the project will learn them. Families, and adults with disabilities are involved in helping students with all disabilities learn self-determination.

NEW YORK

A Demonstration Project to Identify and Teach Skills Necessary for Self-Determination
National Center for Disability Services
Human Resources Center
I.U. Willets Road
Albertson, NY 11507
(516) 747-5400
David Vandergroot

High school juniors and seniors with disabilities will learn how to prepare themselves for life out of high school by working with community resources. They will learn how to train for and find a job, how to locate a postsecondary training program, and how to prepare themselves for independent living.

TENNESSEE

Consumers Helping Students Towards Self-Determination
People First of Tennessee, Inc.
P.O. Box 121211, Davidson County
2200 21st Avenue South, Suite 311
Nashville, TN 37212-1211
(615) 207-2734
Ruthie Marie Beckwith

Students with disabilities will be taught self-determination skills over a two-year period. People with disabilities will teach them self-awareness, self-advocacy, and self advocacy skills. If students graduate before the program is completed, they are matched with a community organization that will assist them in becoming more independent.

TEXAS

Self-Determination Curriculum Project
ARC of the United States
Department of Research and Program Services
2501 Avenue J
Arlington, TX 76006
(817) 640-0204
Michael Wehmeyer

The project's goals are to teach young people with mental retardation the steps necessary for making their own decisions, and develop a curriculum to use in working with the students.

Source: **Compendium of Project Profiles, 1991**. Lynda N. Leach. Champaign, IL: The Transition Institute at Illinois, University of Illinois at Champaign.

6. PARENT TRAINING AND INFORMATION CENTERS

The Individuals with Disabilities Education Act (IDEA) establishes a grant program to support organized parent-to-parent efforts designed to meet the information and training needs of parents of children with special needs. Projects funded through this grant program are called Parent Training and Information Projects (PTI). This section of the Guide lists funded PTI projects. All projects listed below are funded by the Division of Personnel Preparation, Office of Special Education Programs (OSEP), U.S. Department of Education. They help parents to:

- better understand the nature and needs of the handicapping condition of their child;
- provide follow-up support for the educational programs of their child with a disability;
- communicate more effectively with special and regular educators, administrators, related services personnel, and other relevant professionals;
- participate in educational decision-making processes, including the development of the child's individualized education program (IEP); and,
- obtain information about the programs, services, and resources available to their child with a disability and the degree to which those programs, services, and resources are appropriate.

Alabama
Carol Blades, Director
Special Education Action Committee
P.O. Box 161274
207 International Drive, Suite C
Mobile, AL 36606-3037
(205) 478-1208 Voice/TT
FAX: (205) 473-7877

Alaska
Judie Ebbert-Rich
Alaska P.A.R.E.N.T.S. Resource Center
P.O. Box 32198
Juneau, AK 99803
(907) 790-2246 TT is available
FAX: (907) 790-2248

Arizona
Mary Slaughter/Judy Walker
Pilot Parent Partnerships
2150 E. Highland Ave., No. 105
Phoenix, AZ 85016
(602) 468-3001

Arkansas
Bonnie Johnson
Arkansas Disability Coalition
10002 W. Markham, Suite B7
Little Rock, AR 72205
(501) 221-1330 Voice/TT

Arkansas
Barbara Semrau
FOCUS, Inc.
2917 King St., Suite C
Jonesboro, AR 72401
(501) 935-2750
(501) 221-1330 Voice/TT

California
Diane Lipton/Pam Steneberg
DREDF
2212 Sixth Street
Berkeley, CA 94710
(510) 644-2555

California
Joan Kilburn/Audray Holm
Matrix, Parent Network & Resource Center
P.O. Box 6541
San Rafael, CA 94903
(415) 499-3877

California
Florence Poyadue/Olivia Hernandez
Parents Helping Parents
535 Race St., Suite 220
San Jose, CA 95126
(408) 288-5010

California
Joan Tellefsen
Team of Advocates for Special Kids (TASK)
100 West Cerritos Ave.
Anaheim, CA 92805-6546
(714) 533-8275
FAX (714) 533-2533

Colorado
Barbara Buswell/Judy Martz
PEAK Parent Center, Inc.
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400
(719) 531-9403 TT
FAX: (719) 531-9452

Connecticut
Nancy Prescott
CT Parent Advocacy Center, Inc. (CPAC)
5 Church Lane, Suite 4
P.O. Box 579
East Lyme, CT 06333
(203) 739-3089 TT

Delaware
Marie-Anne Aghazadian
Parent Information Center (PIC)
700 Barksdale Road, Suite 6
Newark, DE 19711
(302) 366-0152
(302) 366-0178 TT

District of Columbia
Charlene Howard
COPE
P.O. Box 90498
Washington, D.C. 20090-0498
(202) 526-6814

Florida
Janet Jacoby
Family Network on Disabilities
1211 Tech Blvd., Suite 105
Tampa, FL 33619-7833
(813) 623-4088

Georgia
Patricia Smith
Parents Educating Parents (PEP)
1851 Ram Runway, Suite 104
College Park, GA 30337
(404) 761-2745
FAX: (404) 767-2258

Hawaii
Kathy Gould/Susan Klopotek
AWARE
200 N. Vineyard Blvd., Suite 310
Honolulu, HI 96817
(808) 536-2280 Voice/TT
FAX: (808) 543-2222

Idaho
Debra Johnson
Idaho Parents Unlimited, Inc.
4696 Overland Road, Suite 478
Boise, ID 83704
(208) 342-5884

Illinois
Charlotte Des Jardins
Family Resource Center on Disabilities
20 E. Jackson Blvd., Room 900
Chicago, IL 60604
(312) 939-3513

Illinois
Ronald Moore
Designs for Change
20 S. State St., Suite 1900
Chicago, IL 60604
(312) 922-0317
FAX: (312) 922-6993

Indiana
Richard Burden
IN*SOURCE
833 Northside Blvd., Bldg. 1, Rear
South Bend, IN 46617
(219) 234-7101
FAX: (219) 287-9651

Iowa
Carla Lawson
Iowa Pilot Parents
Iowa Exceptional Parent Center
33 North 12th St.
P.O. Box 1151
Fort Dodge, IA 50501
(515) 576-5870
FAX: (515) 576-8209

Kansas
Patricia Gerdel
Families Together, Inc.
1023 Southwest Gage St.
Topeka, KS 66604
(913) 273-6343

Kentucky
Paulette Logsdon
KY-SPIN
318 W. Kentucky St.
Louisville, KY 40203
(502) 589-5717 or 584-1104

Louisiana
Debbie Braud
Project PROMPT
1500 Edwards Ave., Suite 0
Harahan, LA 70123
(504) 734-7736

Maine
Janice LaChance/Margaret Squires
Special Needs Parents Info Network
P.O. Box 2067
Augusta, ME 04338-2067
(207) 582-2504
1-800-325-0220 TT, Maine only

Maryland
Cory Moore and Larry Larsen
Parents Place of Maryland, Inc.
7257 Parkway Drive, Suite 210
Hanover, MD 21076
(410) 712-0900 Voice/TT
FAX: (410) 712-0902

Massachusetts
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Federation for Children with Special Needs
95 Berkeley St., Suite 104
Boston, MA 02116
(617) 482-2915 Voice/TT
FAX: (617) 695-2939

Michigan
Sue Pratt
CAUSE
313 S. Washington Square, Suite 040
Lansing, MI 48933
(517) 485-4084
FAX: (517) 485-4145

Michigan
Martha Wilson, Project Coordinator
Parents are Experts
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Southfield, MI 48075-3744
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Paula F. Goldberg
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Mississippi
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Jackson, MS 39209
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FAX: (601) 922-6854

Missouri
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1722W S. Glenstone, Suite 125
Springfield, MO 65804
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Missouri
St. Louis Office
625 North Euclid, Suite 405
St. Louis, MO 63108
(314) 361-1660 Voice/TT
FAX: (314) 361-4087
Kansas City Office
1115 East 65th Street
Kansas City, MO 64131
(816) 333-6833 or 333-2323
FAX: (816) 333-3225

Montana
Katharin Kelker
Parents Let's Unite for Kids
1500 North 30th St., Room 267
Billings, MT 59101-0298
(406) 657-2055
FAX: (406) 657-2037

Nebraska
Jean Sigler
NE Parents' Info & Training Center
3610 Dodge St.
Omaha, NE 68131
(402) 346-0525

Nevada
Charlene Rogerson
Parent Connection
Nevada Technology Center
2860 E. Flamingo, Suite I
Las Vegas, NV 89121-2922
(702) 735-2922 Voice/TT

New Hampshire
Judith Raskin
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P.O. Box 1422
Concord, NH 03302-1422
(603) 224-7005 Voice/TT
FAX: (603) 224-4365

New Jersey
Diana Cuthbertson
Statewide Parent Advocacy Network
516 North Ave. East
Westfield, NJ 07090
(908) 654-7726 Voice/TT

New Mexico
Paul Kline
EPICS Project
P.O. Box 788
Bernalillo, NM 87004
(505) 867-3396
FAX: (505) 867-3398
(Call first to dedicate line)

New Mexico
Linda Coleman/Duane Edwards
Parents Reaching Out
1127 University Blvd. NE
Albuquerque, NM 87102
(505) 842-9045
FAX: (505) 842-1451

New York
Joan Watkins
Parent Network Center
1443 Main Street
Buffalo, NY 14209
(716) 885-1004

New York
Diana Autin
Advocates for Children of NY
24-16 Bridge Plaza S.
Long Island City, NY 11101
(718) 729-8866 TT
FAX: (718) 729-8931

New York
Karen Schisinger
Resources for Children with Special Needs
200 Park Avenue S., Suite 816
New York, NY
(212) 677-4650

North Carolina
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ECAC, Inc.
P.O. Box 16
Davidson, NC 28036
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FAX: (704) 892-6149
(Call first to dedicate line)

North Carolina
Brenda Patton
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300 Enola Road
Morgantown, NC 28655
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North Dakota
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Ohio
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Child Advocacy Center
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Ohio
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FAX: (614) 382-2399

Oklahoma
Sharon Bishop
Parents Reaching Out in OK
1917 S. Harvard Avenue
Oklahoma City, OK 73128
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Oregon
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Palau
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Palau Parent Network
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Koror, Republic of Palau 76740
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FAX: 01-1680 488-2830

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Pennsylvania
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Parents Union for Public Schools
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York, PA 17404
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Pennsylvania
Louise Thieme
Parent Education Network
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York, PA 17402
(717) 845-9722 Voice/TT
FAX: (717) 848-3654

Puerto Rico
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Parents Training Parents by ANPI
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Rio Piedras, PR 00928-1301
(809) 765-0345 (Telephone and FAX)
(809) 763-4665

Rhode Island
Peter Gillis
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South Carolina
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FAX: (615) 327-0827

Texas
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(409) 866-4726

Texas
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Project PODER - Texas Fiesta Education
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Texas
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Special Kids, Inc.
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Utah
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Wisconsin
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Parent Education Project
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Milwaukee, WI 53205
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Wyoming
Terri Dawson
Wyoming PIC
270 Fort Street
Buffalo, WY 82834
(307) 684-2277

Source: **Currently Funded Parent Training and Information Centers (October 1992).** Minneapolis, MN: The PACER Center.

7. RESOURCES ON TRANSITION

Many resources that focus on transition, including guides, instructional materials, and curricula, are currently available and can be used as models for developing new resources. Listed below are some of these resources, for use by parents, students, educators and service providers. These resources have been selected by HEATH staff, Advisory Board members, and transition experts as examples of materials that would be useful to those planning or evaluating transition programs. Some of the resources have been identified by a study on which HEATH is collaborating with the Educational Testing Service and the Association on Higher Education and Disability, entitled *Postsecondary Education Program: Evaluation and Dissemination of Effective Practices.*

Also listed at the end of this section are new organizations focusing on transition. Some organizations serve all people who are interested in transition, while others specifically target parents or students who are preparing for life after high school. These resources are only a few examples of useful products; the list is not meant to be comprehensive.

Publications

Annotated Bibliography on Transition from School to Work. The Transition Institute at Illinois, University of Illinois, Urbana-Champaign. 61 Research Center, Children's Research Center, 51 Gerty Road, Champaign, IL 61820. (217) 333-2325. Contact: Lynda Leach, Librarian. Cost: $15.

This bibliography lists recent books, reports, journal articles and other publications related to transition from school to work. The listing uses key words that highlight the main points of each publication so that entries can be easily located.

Best Practices: Successful Vocational Rehabilitation of Persons with Learning Disabilities. Vocational Studies Center, University of Wisconsin, Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, WI 53706. (608) 263-3415. Cost: $35. (Order no. SNE405).

Best Practices is a training guide that helps Vocational Rehabilitation professionals and other service providers to assist young adults with disabilities in finding and keeping employment. The guide provides an explanation of characteristics of learning disabilities, helpful tips for students with learning disabilities when studying and on the job, and a bibliography of references related to learning disabilities and work.

Bridges to Employment: A Vocational Counseling Instrument. Oakton Community College, District #535, Des Plaines, IL 60016-1268. (708) 635-1600. Contact: Linda McCann or Paula Griswold. Cost: $3.

Job developers, vocational counselors, internship coordinators, and students can use the vocational counseling instrument to help determine what jobs students might like, what they might be capable of doing, and what skills and qualifications they need to develop to perform certain jobs. The manual also offers tips for job counselors and developers in finding out about certain jobs and requirements. The instrument groups skills into certain categories: fine and gross motor skills, lifting, standing, writing, reading, and communication. It also asks the student to rate his or her skill in each area.

Carson City Transition Manual. Carson City Transition Project, Carson City High School, 1111 North Saliman Road, P.O. Box 663, Carson City, NV 89702. (702) 885-6510. Contact: Pam Swisher, Employment Specialist. Cost: Free of charge, as supplies last.

This transition guide, written for parents, educators and service providers working with transitioning students with disabilities, provides an excellent orientation to life after high school. Although the manual is specific to Carson City and focuses on high school students preparing for work, it provides a well-written, clear explanation of what programs are available for students. It offers information on medical and financial assistance available (such as SSI and SSDI, Medicare, and Medicaid), employment and training programs (how to prepare for and find a job), residential programs, and recreation and leisure opportunities. The manual also lists community organizations providing services for persons with disabilities.

Compendium of Project Profiles. Transition Institute at Illinois, 61 Research Center, Children's Research Center, 51 Gerty Drive, Champaign, IL 61820. (217) 333-2325. Contact: Lynda N. Leach, Librarian. Cost: $15.

The Compendium lists all transition programs in the country currently funded through the United States Department of Education, according to the area the program focuses on. The compendium lists contact information, project goal and purpose, the population being served, and publications and products. It is updated every year.

A Parent's Handbook: Transition from School to Adult Life (1991). Iowa Department of Special Education, Iowa Department of Education, Grimes State Office Building, Iowa City, IA. 50319-0146. (515) 281-3900. Contact: Pat Sitlington, Consultant. Cost: free of charge.

Written by John Struck, the handbook contains four booklets which explain the process of transition to parents and students with disabilities. The booklets are: *Preface: What is Transition?, Where are We Going?, Who Can Help You Get There?", and What Can You Do? Appendices.* The booklets explain transition, present options to think about, explain services that are available, and suggest ways to guide the student in preparing for further education, employment and/or community living.

Parent-Student Guide to Transition. Peoria Educational Region for Employment and Career Training (PERFECT), 2000 Pioneer Parkway, Suite 3, Peoria, IL 61615. (309) 693-7373. Contact: Don Caselli, Regional Vocational Special Needs Coordinator. Cost: $7.

The **Guide** presents a step-by-step approach to resources in the Peoria area for continuing education, employment, community agencies, volunteer programs and other area organizations. While this publication is specific to Peoria, the format and types of resources included make the **Guide** a model for other communities to use. The **Guide** is divided into sections on government agencies, legal services, academic training, job placement and training resources, transportation, financial support, recreation and leisure, professional help, and information and referral. Each organization serving these areas is listed with a short description of its functions. At the end is a list of questions to ask service providers when investigating programs, and a helpful glossary of transition terms.

Service Operations Manual*. HEATH Resource Center, One Dupont Circle, Suite 800, Washington, D.C. 20036. (800) 544-3284. Cost: $15.

This manual was developed by the Northern Illinois Postsecondary Education Project, Northern Illinois University (DeKalb, IL). The manual describes the system for delivering services to students with learning disabilities at community colleges. The seven key components of this technical assistance project include: 1) Legal foundations; 2) Needs assessment; 3) Technical assistance plans; 4) Transition plans; 5) Inservice training: awareness of learning disabilities; 6) Recommendations for service coordinators: staff development; and 7) Continuation of services.

Students in Transition Using Planning. PACER Center, 4926 Chicago Avenue South, Minneapolis, MN 55417. (612) 827-2966; (800) 53-PACER. Both lines are voice and TT. Cost: $10.

This manual focuses on students with learning disabilities and mental retardation. It guides students through the decisions they need to make after they leave high school through a question and answer format that students can use with their teachers or other interested persons. The handbook also has a section on self-advocacy, presenting sample scripts with such places as the Department of Vocational Rehabilitation, a community center, or a guidance counselor. These scripts show passive, aggressive and assertive styles of interaction with other people. The guide is helpful to students with disabilities, teachers, families and service providers in helping students determine what they want to do after high school graduation. For more information, contact the PACER Center.

The **Teacher's Manual for Students with Hearing Impairments** is a companion piece to **Students in Transition Using Planning.** The formats of the two documents are similar. The **Teacher's Manual** is available from PACER for $6.

Study Skills and Learning Strategies for Transition.* HEATH Resource Center, One Dupont Circle, Suite 800, Washington, D.C. 20036. (800) 544-3284. Cost: $15.

Study Skills and Learning Strategies for Transition is a curriculum guide that provides students with learning disabilities with information on the skills and strategies they will need to increase their level of fulfilled requirements for the postgraduate school/college/university of their choice, and to be successful in the higher education environment. It is developed by the University Bound LD Students Transition Project of the University of Utah, Disabled Student Services (Salt Lake City, UT).

TAP into Success with Transitional Assistance for Postsecondary Students.* HEATH Resource Center, One Dupont Circle, Suite 800, Washington, D.C. 20036. (800) 544-3284. Cost: $15.

Produced by the TAPS Project at Amarillo College (Amarillo, TX), this handbook is designed to help students with learning disabilities make the transition into college or employment. The TAPS Project is a program of specialized courses, services, one-on-one instruction, counseling, and equipment for students. TAPS assists students to transition into college courses which lead to a certificate or degree and/or to transition into employment. The handbook includes a description of the program, application forms for admission, evaluation forms used by instructors, and course syllabi and other relevant information for TAPS courses.

Tools for Transition (1991). By Elizabeth P. Aune and Jean E. Ness, AGS Publishers, American Guidance Service, Circle Pines, MN 55014-1796. (800) 328-2560 or (800) 247-5053 in Minnesota. Cost: $99.

Tools for Transition is a curriculum package for teachers that can be used with juniors and seniors in high school, as well as with students in transitional programs or community colleges. It helps students

with learning disabilities assess their learning styles, interests, and career goals.

The curriculum provides two handbooks for both teacher and students, and a videotape that is designed for role playing. It is intended to rely primarily on discussion and role play rather than writing.

Transition Partnerships: Pulling Together. PLANS Project, United Cerebral Palsy Association of Prince George's and Montgomery Counties, 3901 Woodhaven Lane, Bowie, MD 20715. (301) 262-4993 Voice; (301) 262-4982 TT. Cost: $3.65, two-sided, mailed.

Transition Partnerships: Pulling Together is a guide published by the United Cerebral Palsy Association of Prince George's County (MD). The guide provides a comprehensive overview of transition and transition services, including adult service agencies and SSI/SSDI. The manual provides a clear explanation of what options — residential, community living, employment and training — are available, and offers practical tips on how to locate and assess services. One of the points the manual makes is the importance of documentation — what to document and how to document it. The manual also includes a section on guardianship — what it means in Maryland, and what to consider when establishing guardianship. The manual lists local community agencies that parents can contact for further information.

Transition Summary: Options After High School for Youth with Disabilities (September 1991). National Information Center for Children and Youth with Disabilities (NICHCY), and the HEATH Resource Center, Washington, D.C. Order from NICHCY, P.O. Box 1192, Washington, DC 20013. (800) 999-5599. Cost: free of charge, while supplies last.

This joint publication explains the different options that students with disabilities have after high school. The newsletter issue discusses social skills and self-determination programs, adult service systems (such as Vocational Rehabilitation and the Social Security Administration), reasonable accommodations for employment, and employment and postsecondary training options.

Audiovisuals/Media

College: A Viable Option* is a twenty minute video produced by the University Bound LD Students Transition Project of the University of Utah, Disabled Student Services (Salt Lake City, UT). The videotape discusses what a learning disability is, learning strategies, and compensatory techniques. It is filmed on the campus of the University of Utah and features actual college students discussing their experiences. It is available through the HEATH Resource Center, One Dupont Circle, Suite 800, Washington, D.C. 20036. (800) 544-3284. Cost: $23.00.

Graduating from Independence is a multimedia information package developed by the Social Security Administration. Educators, professionals, counselors and parents can use this package to learn and teach about the Social Security Administration system as it affects young adults in transition. For further information, contact Ken McGill, Social Security Administration, Office of Disability, Altmeyer Building, Room 545, 6401 Security Boulevard, Baltimore, MD 21235. (410) 965-3988.

*Indicates that this product was identified as exemplary products by the *Postsecondary Education Program Evaluation and Dissemination of Effective Practices Study* and as such have been duplicated for dissemination by the HEATH Resource Center.

Organizations

The Exceptional Children's Assistance Center (ECAC) in Davidson, NC is a parent advocacy and training center which provides advice and assistance to all parents of students with disabilities. It provides a variety of resource materials and a lending library containing materials and publications. One publication which ECAC has developed is an information guide on transition after high school. The guide has a section on guardianship geared towards parents of students with severe disabilities. This section explains what guardianship is, how to prepare for it, and how to go about getting it. For more information, contact Pat Hula Queen, Transition Specialist, Exceptional Children's Assistance Center, P.O. Box 16, Davidson, NC 28036. (704) 892-1321.

The Idaho Transition Project has prepared several guides for parents, teachers, and students with disabilities. The packet includes *Transition!*, a guide explaining transition in general, *Transition in a Nutshell: A Teacher's Resource Guide*, to be used in preparing students for employment, Interagency *Transition of Youth with Disabilities*, for people to use in interagency collaboration, and three *Parent Guides*, which outline training and employment options, medical and financial benefits, and recreation and leisure. For more information, contact Sharon Pond, Consultant, Idaho Department of Education, Special Education Section, Len B. Jordan Office Building, 650 West State Street, Boise, ID 83720. (208) 334-3940.

The Institute on Community Integration has available for a fee numerous research studies, newsletters, transition-related software, training manuals, and resource guides on transition. For further information and a publications list, contact Sandy Thompson, Institute on Community

Integration, Room 6, Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. (612) 625-3863.

The Minnesota Department of Education Office of Interagency Transition Services has developed a variety of information packets on transition for the general public, parents, curriculum developers, and people who develop transition-related IEPs. To receive more information, or to receive the packets *Public Information Packet on Transition, Parent Packet on Transition, IEP Packet for Transition,* and/or the *Transition Curriculum Packet,* contact the Interagency Office on Transition, Minnesota Department on Transition Services, Minnesota Department of Education, Room 828, Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101. (612) 296-0312.

National Information Center for Children and Youth with Disabilities (NICHCY) is a national information clearinghouse funded by the U.S. Department of Education. NICHCY provides information on educational opportunities, programs, resources, laws and legislation for children with disabilities from birth to age 21. NICHCY also provides information about transition options for students with disabilities in junior high and high school. NICHCY can provide information about transition programs locally and on a regional basis as well as nationally.

The Parent Education, Advocacy and Training Center (PEATC), a parent advocacy organization located in Northern Virginia, has received a federal grant to establish Transition Assistance Groups (TAGS) in 12 Virginia school districts over the next three years. Each TAG will provide training and individual assistance to students, parents, teachers, and adult service providers to make sure students with disabilities are prepared to live and work in the community. For more information about the TAG groups, contact Linda McKelvey, State Transition Grant Coordinator, PEATC, 318 Morning Glory Road, Mechanicsville, VA 23111. (804) 559-4871.

The Social Security Administration, in conjunction with the National Parents' Network on Disability, has established an SSI (Supplemental Security Income) outreach program that encourages parents and young adults aged 16 to 21 to apply for SSI. Parents or young adults with disabilities can either contact a local SSA office or the National Parent Network on Disabilities. The Network will match parents or applicants with a Parent Mentor, who will send a referral to the SSA. For more information about this program, contact Patricia McGill Smith, Director, National Parents' Network on Disabilities, 1600 Prince Street, Suite 115, Alexandria, VA 22314. (703) 684-6763.

The South Dakota Department of Education and Cultural Affairs has developed a transition guide for high school juniors and seniors called *From School to Adulthood: Special Education Students in Transition.* The guide gives a comprehensive overview of transition and the process of planning an Individual Transition Plan (ITP). Contact Jerry Meendering, Transition Coordinator, South Dakota Department of Education and Cultural Affairs, Office of Special Education, 700 Governors Drive, Pierre, SD 57501-2291. (605) 773-3678.

Technical Assistance for Special Populations Project (TASPP), is a program of the National Center for Research in Vocational Education at the University of California, Berkeley. TASPP uses a database of resources, publications and organizations focusing on vocational education and assessment, transition and training, transition in rural areas, and school to work programs. Staff can provide technical assistance and information on the phone or by letter, and can conduct free database searches. Contact TASPP at the University of Illinois, Champaign-Urbana, Office of Education, Vocational and Technical Education, 1310 South Sixth Street, Champaign, IL 61820. (217) 333-0803.

The Transition Institute at the University of Illinois, Champaign-Urbana, evaluates and provides information about transition programs funded by the Office of Special Education and Rehabilitation Services within the U.S. Department of Education. It also disseminates information and resources about transition. Contact: Frank Rusch, 61 Research Center, Children's Research Center, 51 Gerty Road, Champaign, IL 61820. (217) 333-2325.

The Work Environment and Technology Committee of the President's Committee on Employment of People with Disabilities has, in conjunction with the Arkansas Research and Training Center on Employment of People with Disabilities, developed several manuals and training packages for rehabilitation counselors working with people with disabilities. One training package focuses on teaching conversational and social skills. Students working with the package learn how to start and end a conversation appropriately, how to maintain a conversation through self-disclosure, and how to show interest in the other person. They also practice specific skills such as effective greetings, compliments, opening remarks, and follow-up questions. The package includes a casette tape, cue cards, skill response cards, and an instructor's manual. The set can be ordered for $37 through Media and Publications Section, Hot Springs Rehabilitation Center, P.O. Box 1358, Hot Springs, AR 71902.

8. TAKING ACTION

The checklist that follows is taken from ***Transition Summary: Options After High School for Youth with Disabilities,*** *published jointly by HEATH and the National Information Center for Children and Youth with Disabilities.*

Leaving secondary school is an eventuality that all students must face. Under the IDEA (P.L. 101-476), preparing for this transition has become more than a personal choice. Each student's Individual Education Plan (IEP) must now include a statement of the transition services needed by the student, beginning no later than age 16. The transition plan must also include, where appropriate, a statement of interagency responsibility or linkages (or both) before the student leaves the school setting. The student is encouraged to take part in the planning process as early as possible. This checklist is aimed at the student and the family.

In Junior High School: Start Transition Planning

- ☐ Become involved in career exploration activities.
- ☐ Visit with a school counselor to talk about interests and capabilities.
- ☐ Participate in vocational assessment activities.
- ☐ Use information about interests and capabilities to make preliminary decisions about possible careers: academic vs. vocational, or a combination.
- ☐ Make use of books, career fairs, and people in the community to find out more about careers of interest.

In High School: Define Career/Vocational Goals

- ☐ Work with school staff, family, and people and agencies in the community to define and refine transition plan. Make sure that the IEP includes transition plans.
- ☐ Identify and take high school courses that are required for entry into college, trade schools, or careers of interest.
- ☐ Identify and take vocational programs offered in high school, if a vocational career is of interest.
- ☐ Become involved in early work experiences, such as job try-outs, summer jobs, volunteering, or part-time work.
- ☐ Re-assess interests and capabilities, based on real world or school experiences. Is the career field still of interest? If not, re-define goals.
- ☐ Participate in on-going vocational assessment and identify gaps of knowledge or skills that need to be addressed. Address these gaps.

Students who have decided to pursue postsecondary education and training prior to employment, may wish to consider these suggestions.

- ☐ Identify postsecondary institions (colleges, vocational programs in the community, trade schools, etc.) that offer training in career of interest. Write or call for catalogues, financial aid information, applications. Visit the institution.
- ☐ Identify what accommodations would be helpful to address disability specific needs. Find out if the educational institution makes, or can make, these accommodations.
- ☐ Identify and take any standardized tests (e.g., PSAT, SAT, ACT) necessary for entry in postsecondary institutions of interest.
- ☐ In senior year, contact VR and/or SSA to determine eligibility for services or benefits.

After High School: Pursue Goals

- ☐ If eligible for VR services, work with a VR counselor to identify and pursue additional training or to secure employment (including supported employment) in your field of interest.
- ☐ If eligible for SSA, find out how work incentives apply.
- ☐ If not eligible for VR services, contact other agencies that can be of help: state employment offices, social services offices, mental health departments, disability-specific organizations. What services can these agencies offer?
- ☐ Also find out about special projects in your vicinity (e.g., Projects with Industry, Project READY, supported employment demonstration models, etc.). Determine eligibility toparticipate in these training or employment programs.
- ☐ Follow through on decisions to attend postsecondary institutions or obtain employment.

Note: Recent legislation, especially the Americans with Disabilities Act, prohibits employers from discriminating against employees with disabilities who are qualified to do the work and who request reasonable accommodations. For more information on the Americans with Disabilities Act, contact the Office on the Americans with Disabilities Act, Civil Rights Division, U.S. Department of Justice, P.O. Box 66118, Washington, D.C. 20035-6118. (202) 514-0301 Voice, (202) 514-0381 TT.

9. FACTS YOU CAN USE

Basis of exit for high school students, 1989-90

• Over 220,000 students with disabilities left the special education system in 1989-90.

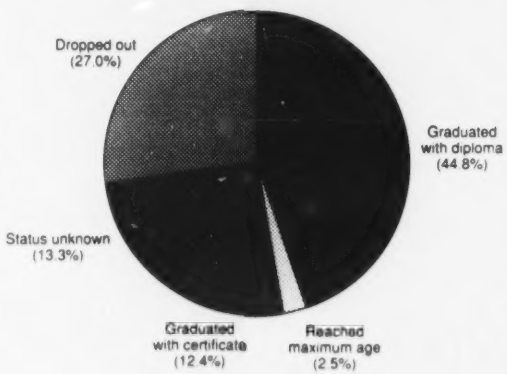
• More than four in ten students with disabilities, age 14 or older, graduated from high school with a diploma.

• More than one in ten students with disabilities, age 14 or older, graduated from high school with a certificate.

• One quarter of the students with disabilities, age 14 or older, dropped out of high school before completion.

• Students with specific learning disabilities represent the largest (129,000) number of the "exiting" population. Slightly more than half of them (52%) were reported to have earned diplomas. Other groups in which more than half of the departing students obtained diplomas were those with visual impairment (61%), deaf-blindness (61%), hearing impairment (59%), and orthopedic impairment (58%)

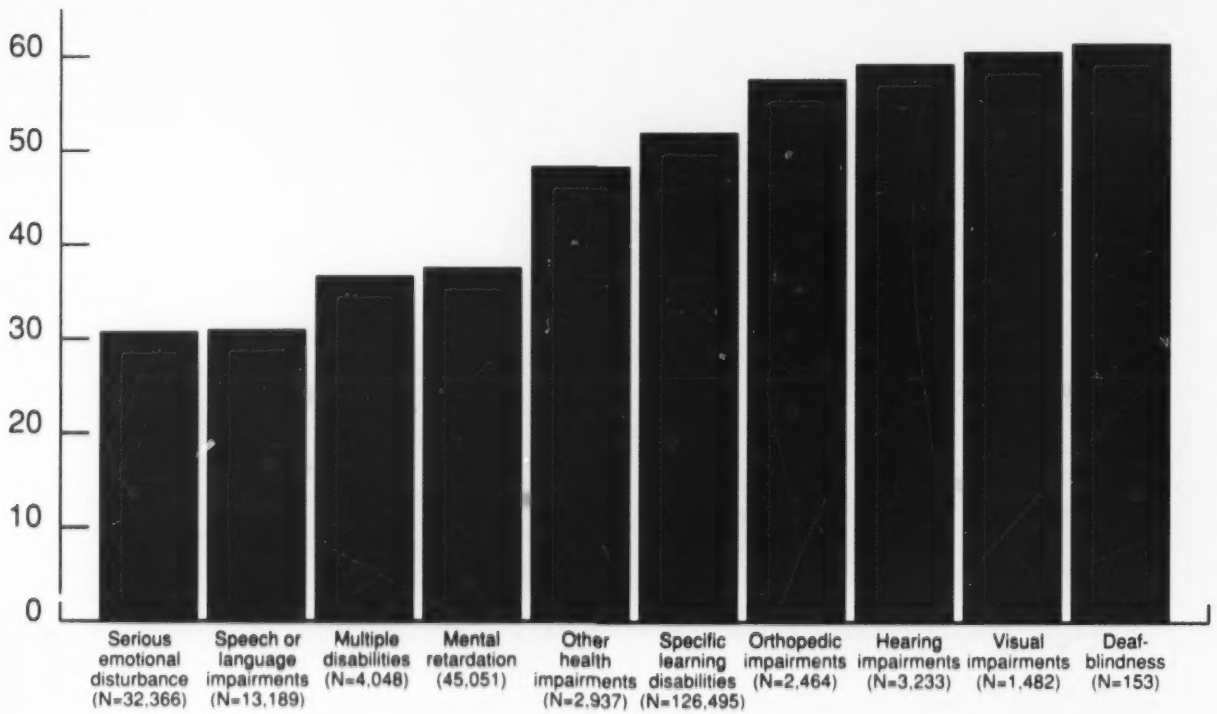
Figure 1.9
Basis of Exit for Students Age 14 and Older with Disabilities: School Year 1989-90



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Source: **Fourteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act** (1992). Washington, DC: U.S. Department of Education, pp. 33-34. The **Fourteenth Annual Report** is a compilation of educational data that each state sent to the Department of Education for the academic year 1989-1990. The report is available from the Clearinghouse on Disability Information, U.S. Department of Education, 330 C Street, SW, Washington, DC 20202-2525. (202) 205-9864.

Table 1.9
Percentage of Students Graduating with High School Diploma, by Disability Category



Longitudinal Study

The following data are taken from the National Longitudinal Transition Study of Special Education Students, conducted by SRI International under contract with the Office of Special Education Programs within the U.S. Department of Education. The SRI data are not to be compared with data from each state as reported above because the SRI data are based on a sample of over 8,000 special education students aged 13 to 23 over the years 1987 to 1989. In addition, the SRI report includes data from parent interviews, contacts with educators, and information from the students' school records.

School Completion:

• High school students with orthopedic impairments were most likely to **graduate** (76.5%) from high school. Students with emotional disabilities were most likely to **drop out** (54.7%), while students with multiple handicaps were most likely to **age out** (50.2%) of the special education system.

• Students with orthopedic disabilities were the largest group to graduate from high school with a diploma (76.5%); the next largest groups were hard of hearing (72.3%), and deaf (71.8%).

Postsecondary Education Participation:

• Fewer than 15% (14.6%) of special education exiters who were out of school more than one year were reported by their parents to have participated in postsecondary education or training in the previous year.

• In contrast, two years after leaving school, 56% of all non-disabled high school graduates were involved in postsecondary education or training. Non-disabled students most often attended four-year colleges (28%), and two-year colleges (18%). Ten percent of non-disabled graduates attended vocational or trade schools.

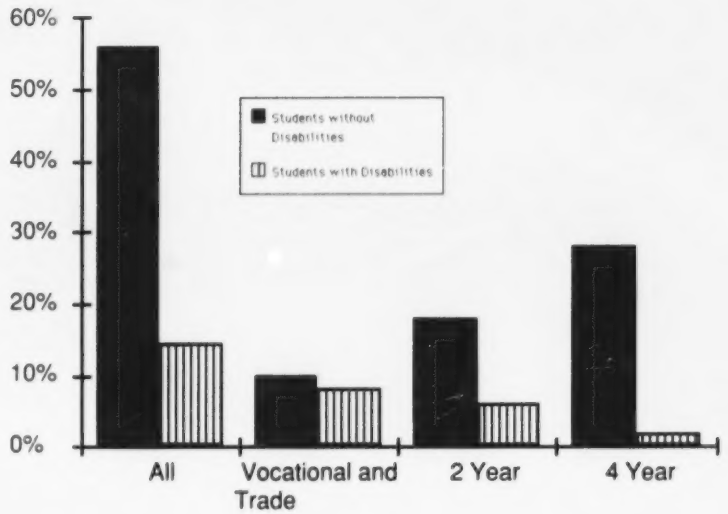
• Visually impaired students were the largest group to enter postsecondary education after leaving special education (42.1%), and to attend four-year colleges (27.5%). Students with health impairments were the largest group to attend vocational trade schools (13.2%), while deaf students were most likely attend two-year colleges (19.3%).

Table 2
PARTICIPANTS IN
POSTSECONDARY EDUCATION OR TRAINING

Type of Education	Students with Disabilities	Students without Disabilities
Any Postsecondary Institution	14.6%	56%
Voc/Trade	8.1%	10%
2-year	5.9%	18%
4-year	2.1%	28%

Figure 5

Status of Participants in Postsecondary Education or Training



Source: Wagner, Mary, Ph.D (1989). The Transition Experiences of Youth with Disabilities: A Report from the National Longitudinal Transition Study, Menlo Park, CA: SRI International, pp. 6-7 The report can be ordered for $5.00 by contacting the National Longitudinal Transition Study, Room BS136, SRI International, 333 Ravenswood Avenue, Menlo Park, CA 94025. (415) 326-6200.

HEATH RESOURCE CENTER

National Clearinghouse on Postsecondary Education for Individuals with Disabilities

The HEATH Resource Center is a clearinghouse which operates under a Congressional legislative mandate to collect and disseminate information nationally about disability issues in postsecondary education. Funding from the United States Department of Education enables the Center to increase the flow of information about educational support services, policies, and procedures related to educating or training people with disabilities after they have left high school.

HEATH Resource Center is designed to:

- identify and describe educational and training opportunities
- promote accommodations which enable full participation by people with disabilities in regular, as well as specialized, postsecondary programs;
- recommend strategies which encourage participation in the least restrictive and most productive environment possible for each individual.

To accomplish these goals, HEATH has an extensive publication program, a toll-free telephone service, and a professional staff which participates in a strong network of colleagues across the country.

Information from HEATH is a newsletter published three times a year and distributed nationally, free of charge, to subscribers. The newsletter highlights campus programs, provides information about new or pending legislation, and offers reviews of new publications and other media products. HEATH resource papers, monographs, guides, and directories focus on disability-related issues as they emerge on college campuses or in vocational-technical training schools, adult education programs, independent living centers, and other community-based training programs. Single copies of HEATH publications are free and may be reproduced. Most are available by request on audiocassette tape or computer disk.

HEATH's constituency is comprised of postsecondary administrators and service providers, teachers and instructors, high school and vocational rehabilitation couselors, government officials, librarians, health professionals, journalists, as well as those with disabilities and their families. The toll-free telephone line is available to encourage direct interaction with HEATH staff.

Participation by HEATH staff in national, regional, and statewide conferences and training workshops has led to the development of a national network of professionals across the nation. This network enables staff to suggest speakers, access options, audiovisual materials, and other resources to enhance such meetings.

HEATH staff can be reached Monday-Friday, 9 a.m.-5 p.m. Eastern Time at (800) 544-3284; or, in the Washington, DC metropolitan area, at (202) 939-9320; both lines are available for Voice or TDD calls.

Inquiries may also be mailed to HEATH at One Dupont Circle, Suite 800, Washington, DC 20036. Inquiries will receive prompt attention.

HEATH Resource Center is a program of the American Council on Education.

Hoke Smith, *Board Chair*, ACE
President, Towson State University
Robert H. Atwell, *President*, ACE

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